

**Oak Wood Schools Academy**

**Specification of Provision**

Compiled by:

**Updated: George Smith, September 2017**

Adopted by the Governing Body

Signed: Hilary Ward – Chair of Directors

Signed: George Smith – Head Teacher

Date: September 2017

Date of next review:

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| *The review of this policy will be as and when required in response to national requirements and in light of continuous school-based monitoring and evaluation data.* |

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| Adopted by Governing Body |  |
| Review date |  |

SPECIFICATION OF PROVISION

**Type of Provision**

Oak Wood Primary and Secondary Schools are special schools which are part of a Multi Academy Trust, sharing a Governing body and School Leadership Team. Pupils are aged from three to nineteen years.

**Range of Need**

The school provides education, therapy, support and facilities for pupils with learning, physical, medical, sensory and communication difficulties who have an Education Care and Health Plan (EHCP) or Statement of Special Educational Need (Statement). This includes structured classes organised by age for secondary aged children with a wide variety of special educational needs and also a sixth form. While pupils may have challenging behaviour associated with their needs, Oak Wood Secondary School is an inappropriate placement for pupils whose primary need is identified as Social Emotional and Mental Health (SEMH).

Children are admitted to Oak Wood Secondary School if, within their EHCP or Statement, one or more of the following difficulties have been identified:

* Moderate, Significant, Severe or Profound & Multiple Learning Difficulties.
* Difficulties that combine to be called ‘global delay’.

Combined with learning difficulties the school also meets the needs of pupils with:

* A range of physical disabilities that require Physiotherapy and/or Occupational Therapy support.
* Medical conditions which require greater supervision than usual or involve nursing care, substantial training in self-help skills or little separation of education, therapy and care.
* Sensory impairment in addition to conditions described above. These may include a single sensory impairment or multi-sensory impairment.
* Communication difficulties in addition to conditions described above.
* Difficulties commonly associated with Autism Spectrum Disorder (ASD)

**Area Served**

The school provides for pupils in Nuneaton and Bedworth and from other areas within Warwickshire and surrounding local authorities on request through SENDAR (Special Educational Needs Assessment and Review).

**Pupil Numbers**

The Primary school has 111 pupils and the Secondary School has 142 pupils, including full time places in our sixth form (Post-16 Department).

**Admission**

Admission to the provision normally follows completion of a statutory assessment and pupils will have an EHCP or Statement. Admissions are administered by the LA through SENDAR, considering parental preference, in consultation with the school following admissions panel meetings. The majority of admissions will take place at the start of the academic year. Places may be made throughout the year if space is available. Arrangements for all new pupils follow a pre-admission meeting attended by the parents and relevant professionals. In some circumstances children may be admitted to the school for the purposes of assessment.

**Staffing**

Staff have a range of SEN qualifications / training and experience to meet the needs of the pupils. Staffing is allocated to match individual pupil need.

**Educational Aims**

* The aim is to prepare our pupils for their next stage, promoting positive outcomes for adulthood and life through providing a broad, balanced and continuing curriculum that is practical and relevant to each individual child. For some this will include varying amounts of specialist therapy support.
* The balance of curriculum delivery varies according to a child's needs. Some need a particular emphasis on developing personal and social skills including self help skills whilst others need to concentrate on developing independence and mobility skills, ICT, communication skills, organisational skills, basic cognitive skills, work ready skills etc.
* There are annual opportunities for children to be members of the school council. The council makes decisions about some school issues and is an excellent opportunity for children to develop skills in negotiating discussion and making choices.
* All teachers have responsibility for co-ordinating a curriculum area or development aspect.

**School Curriculum**

Children will follow a curriculum (broadly based on the National Curriculum), differentiated in approach to suit individual needs. Children are only disapplied from the National Curriculum under exceptional circumstances but the balance of National Curriculum with the delivery of other curriculum areas relating to a child's priority needs is taken into account.

**14-19 Curriculum**

In Key Stage 4 and Post-16 the curriculum is designed to promote positive outcomes for adulthood based on 3 pathways: Daily Living Skills and Independence, Life and Work Skills, College and Supported Employment. Students follow personalised learning programmes that are tailored to their specific needs. The aims of foundation Learning are to raise learners’ participation, achievement and progression and each learning programme should incorporate three key components; Personal and Social Development, Subject / Vocational emphasis, and Functional Skills

**Methodology**

* Throughout the school responsibility for learning is encouraged through making choices and demonstrating an ability to understand routines and conform to expectations. Organisation for learning and the ability to work independently are directly taught where appropriate.
* There is a strong emphasis on learning through practical approaches and real experiences and with a premium on developing key skills
* The curriculum is designed to allow for age or stage appropriate tasks to be planned for older children
* Children with profound and multiple learning difficulties follow a highly structured timetable designed to help them understand or recognise familiar elements in the day. The curriculum is delivered through a range of approaches and also incorporates *Routes for Learning*.
* Appropriate accreditations and awards are offered to support motivation and to offer routes to further education and / or training following school.
* In Key Stage 4 and Post-16, as appropriate, pupils will be offered experiences of work / work based learning.
* School staff work closely with a range of therapists to share children's programmes and
* ensure they are well integrated into their day.

**Specialist Resources**

Staff

* Staff come from a special education background or from mainstream education. Staff are expected to undertake appropriate staff training run by the school and are encouraged to undertake accredited courses validated by local universities.
* Specific provision is made to support the development of communication for children with difficulties in this area.
* The school currently employs staff with specialist qualifications;
	+ for teaching children with a wide range of needs and a range of staff (both teachers and support staff) who hold further qualification in the education of children with Profound and Multiple Learning Difficulties.
	+ Qualified Teacher of the Visually Impairment
	+ Specific subjects / activities for example science, outdoor education, rebound therapy.
	+ A number of teachers have additional training in teaching children with ASD using specific principles, such as TEACCH.
* Oak Wood Primary and Secondary Schools employ a Family Action Manager and Pastoral Support Manager to work across both schools to be a point of contact for parents / carers and act as a conduit for communication for specific issues.
* The school has a range of administrative and non-class based staff who are trained and experienced in a wide range of areas, such as finance, personnel, site services, ICT etc to ensure that all pupils have access to the best learning experiences
* The school employs a nurse to meet the health needs of pupils and a Learning Disability Nurse
* The school also employs an Occupational Therapist

Physical Environment

* Facilities in the school include an interactive room, school hall, sports hall, food technology room, speech therapy rooms, science laboratory, art and technology rooms, and teaching areas.
* Oak Wood Secondary School also shares some facilities with Oak Wood Primary School, and these include an indoor hydrotherapy pool, physiotherapy room, a fully equipped medical room and music rooms.
* The schools also share a purpose built building – The GEM. This is an accessible single storey building. The nursery is on one side with additional rooms for observation and meetings. On the other side is a living area with kitchen, living room, 3 en-suite bedrooms, interaction room and study/office area. This area has been developed into a homely environment and is used to support pupils develop independent life skills. The provision of overnight, weekend and evening care is also being developed.
* There is adapted provision for toileting and changing throughout the school.
* The school has three Quiet Rooms which have been designed, and are used, in line with Local Authority policies and guidance
* The school has extensive grounds for outdoor educational and recreational pursuits, including playgrounds, grassy areas, raised planting beds and an Astro turf. Shared with Oak Wood Primary School are a sensory garden and sensory trail and large playing field.

Equipment

The school has a wide range of materials to support curricular teaching at appropriate levels. Teaching areas are designed and managed to promote mobility, access and self-help for all pupils.

The school also has access to a number of minibuses which enable our pupils to make use of the community and local facilities to extend and enhance learning. Our ICT provision has recently been updated. All classes have computers with interactive screens and now have their own set of iPads. We have a school robot and touch screen plasma TV’s in key shared areas.

**Professional Support**

The school works closely with colleagues in Integrated Disability Services (IDS) and Health. There are service level agreements in place for Educational Psychology and Careers, Advice and Guidance.

**School Organisation**

The school is organised into Key Stage 3, Key Stage 4 and Post-16 departments. The team leaders are all members of the Senior Management Team which meets regularly. All teaching and class-based educational support staff attend weekly INSET time, on a Wednesday, which is allocated via a timetable for class based focus (planning / sharing planning, class based paperwork, assessment etc), Key Stage meetings and to receive in-service training in line with school priorities. Once a fortnight there is a teachers’ meeting on a Monday after school to support school development and professional practice.

The School Leadership Team, across both the Primary and Secondary schools, consists of the Head Teacher, Business and Resources Director, and the Deputy Head teachers and Assistant Head Teachers from the Primary and Secondary Schools.

**Framework for Inclusion and School Community**

Oak Wood Secondary believes in providing integration experiences for all its children and integration opportunities are managed by individual team leaders.

Throughout the school, integration experiences are planned that involve visits to local schools / providers or receiving groups of children into Oak Wood to work alongside our children. For example students from local secondary school and a sixth form college support in classes. Within Key Stage 4 and FE there are close links with North Warwickshire and Hinckley College (NWHC) and students attend courses as part of transition.

Oak Wood Secondary School undertakes its responsibilities for supporting the local cluster group for schools, Northern Areas Secondary Heads and College Leaders (NASHCL), and especially in the area of SEN; supporting and training. We also have links with a number of secondary schools, both for pupils and staff development.

**Home School Liaison**

* Parents are regarded as essential ‘partners’ in their child’s development and regular involvement is encouraged through formal and informal meetings to discuss a child’s progress, though use of home/school books, telephone calls, parent evenings, workshops, social events and the parent group.
* The school has a home school agreement that promotes this partnership providing clear expectations for each of the partners involved, namely parents/carers and the school. The intention is to empower parents to understand and continue the work undertaken with their child in school and for them to share the forming of priority areas for development.
* Parents/carers are always welcome in school but are formally invited to attend pre-admission meetings, post EHCP planning meetings, annual reviews and parent evening and workshops. More informal contact is maintained through use of home/school books, telephone calls, home visits and special events such as assemblies, workshops, coffee mornings, etc.
* There is a parents group that meet regularly to discuss agreed topics which also gives parents the opportunity to meet informally.

**Assessment, Review and Monitoring**

* Most pupils are admitted to Oak Wood Secondary School with up to date assessment information about their educational needs and a recently issued EHCP or updated Statement. The first set of objectives is agreed at the post EHCP planning meeting and thereafter at review meetings.
* Reviews of individual EHCPs or Statements take place at least annually and are accompanied by advice detailing the child's achievements and progress. Where a child's needs have changed significantly since the original advice that informed the EHCP or Statement was written, updated advice may be requested. Minutes of the Annual Review meeting can include summary changes to the EHCP or Statement where details may no longer be appropriate or relevant because further progress has been made or circumstances have changed.
* At the annual review meeting the priority areas for the coming year are agreed and objectives set to meet these needs. Teaching staff then devise individual programmes via an action plan to plan for and monitor the small steps of progress that will lead to the achievement of the agreed objectives. Any recommended amendments to the EHCP or Statement are forwarded to the local SENDAR team for approval. In accordance with the Code of Practice, proposals are reviewed annually at the review meeting.
* The school is subject to the Ofsted Framework
* During Annual Review Meetings at yrs 10 and in Post-16 we invite representation from the careers guidance service as part of our offer of Impartial Advice and Guidance (IAG). We also invite representation from the Careers Service to attend parents’ evenings and give opportunities for parents of Year 9 pupils upwards to discuss the transition process.

**Safeguarding**

Oak Wood Primary and Secondary Schools recognise the responsibility they have under Section 175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Through their day-to-day contact with pupils and direct work with families, staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to the appropriate agency, normally the appropriate Children’s Team (Social Care).

The school’s Safeguarding Policy, developed in accordance with the principles established by Children Act 1989 and Children Act 2004, applies to all adults, including volunteers, working in or on behalf of the school and is updated yearly in line with the latest DfE guidance. All staff are required to read, and sign to say they understand, the latest “Keeping Children Safe in Education” guidance.

The Policy sets out how the school’s Governing Body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school and incorporates the Warwickshire Local Safeguarding Children Board Inter-Agency Child Protection Procedures (<http://www.warwickshire.gov.uk/wscb>)

All staff working with children and young people will undertake Safeguarding Training.

**Visiting Arrangements**

Oak Wood Secondary School operates an informal open door policy, and visits to school can be arranged at short notice if necessary but where parents or professionals want to discuss issues at some length they are encouraged to arrange an appointment in advance. This minimises disruption to pupils and ensures staff availability.

**Transport Arrangements**

Transport to and from school may be provided by the county council in accordance with the current transport policy. Where provided, it is considered as part of the Annual Review.

**Transition**

Transition should be discussed at the annual review of the EHCP or Statement in Year 10 for transition Post-16, and as appropriate at Year 12, 13 and 14 for Post-19. Parents will be invited by the local authority to express a preference in the year of the child’s transfer (year 11 / 14). For Post-16, transfer may be to a special school sixth form, a mainstream sixth form or to a local college providing further education (our local provider is NWHC). For Post-19 transfer, students options are outlined in the annual review and consist of local higher education college (NWHC), Independent Specialist Provision or package arranged through social care and / or Health. Warwickshire Local Authority suggests that Hereward College and Homefield College are routes for Post-19 Provision for our students with Learning Difficulties. Students who are transferring to another provision take part in exchange visits and staff visits by the receiving provision are welcomed prior to transfer in accordance with our transition procedures.

To be reviewed: **Spring 2017**

**APPENDIX**

**Provision for Pupils with Autistic Spectrum Disorder (ASD)**

A number of our pupils require additional supports to be put in place to support them to manage the school environment due the difficulties experienced caused by an autism presentation. ASD-focused provision is considered for pupils with a wide range of ability, however their autism is a major barrier to their learning.

* Communication impairment which involves difficulty in making sense of, and using, all aspects of verbal and non-verbal communication. This includes gesture and facial expression, body language and the timing of communication, in addition to speech.
* Social impairment - which affects the child's ability to make relationships with other people. This includes a fundamental disability in developing social empathy (being able to understand something from another's perspective or point of view).
* Rigidity and inflexibility - which can extend to every area of the child's thinking, language and behaviour. Examples of this can include ritualised and obsessive behaviour, literal thought and understanding, insistence on sameness and difficulties with creative processes.

**Curriculum Delivery**

* The emphasis is on the children having positive, meaningful experiences which facilitate learning in all areas of development.
* Although provision for a class for pupils with ASD is in place, children are also taught within integrated classes where TEACCH principles are still used but the children have greater opportunities for interaction and experience of interaction with their peers.
* Methodology: The methodology involved is consistent with the principles of TEACCH, the main principle being that of VISUALLY STRUCTURED TEACHING. This requires careful structuring and organisation of the physical environment, the use of individual work schedules and the use of work systems. The emphasis is on systematic, organised teaching in an environment designed to enhance understanding of the world for the autistic child, to manage the autistic behaviour and to promote independent functioning.
* The school is continually developing its practice and at present is developing SCERTS (Social Communication, Emotional Regulation, Transactional Supports) which incorporates many different methodologies in supporting the individual who has ASD.

**Specialist Resources**

Equipment - The school makes use of screens, book cases, mats, etc, to organise individual work and other designated areas when required. In addition, the school has available a supply of special equipment designed to motivate autistic children. Staff responsible for the provision are expected to:

* Keep up to date with knowledge.
* Carry out good practice in this area of professional responsibility.
* Work with other members of staff in the wider school environment to facilitate a full development programme.
* Link with colleagues in other settings who are engaged in related work.